

Mindset Quiz

Dweck, C.S. (2000). Self-theories: Their role in motivation, personality and development. Taylor & Francis: Philadelphia, PA.

This questionnaire has been designed to investigate ideas about intelligence. There are no right or wrong answers. We are only interested in your ideas.

Using the scale below, please indicate the extent to which you agree or disagree with each of the following statements by writing the number that corresponds to your opinion in the space next to each statement.

1	2	3	4	5	6
Strongly Agree	Agree	Mostly Agree	Mostly Disagree	Disagree	Strongly Disagree

1. ____ You have a certain amount of intelligence, and you can't really do much to change it.
2. ____ Your intelligence is something about you that you can't change very much.
3. ____ No matter who you are, you can significantly change your intelligence level.
4. ____ To be honest, you can't really change how intelligent you are.
5. ____ You can always substantially change how intelligent you are.
6. ____ You can learn new things, but you can't really change your basic intelligence.
7. ____ No matter how much intelligence you have, you can always change it quite a bit.
8. ____ You can change even your basic intelligence level considerably.

Increasing at Bats

Lemov, D. (2010) Teach like a champion: 49 techniques that put students on the path to college. San Francisco: Jossey-Bass. ISBN: 978-0470550472

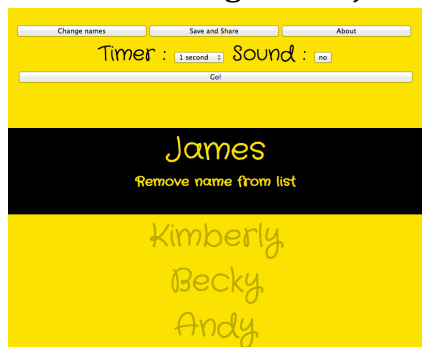
No Opt Out – Effective teachers don't permit students to opt out. “I don't know” is simply not an acceptable answer. Students can pass on a question, but if they do, they should be asked to repeat the correct answer, and effective teachers look for ways to recast the question for the students who “passed” later in the class session.

Stretching It – Learning never ends with the correct answer. Move beyond correct answers and extend student knowledge. Perhaps hit them with a Why? How? Now what? What's a better word for? How can we unbundle this? What's an alternate solution? What's an alternate application?

Choral Response – also known as Call and Response is a technique where teachers get the entire class to answer at once. This should be energetic, active and spirited and this can be used to have the class Repeat something the teacher has said; Report answers in unison; Reinforce new information or strong answers; and Review or call back information learned earlier.

Pepper – This rapid Q&A game should be energetic, active and spirited and is often done at the end of class to charge students up before they leave. In rapid fire succession the teacher asks questions of students often reviewing critical content covered in class or reviewing content covered in a previous class. It can be done individually or in teams. Points can also be awarded.

Cold Calling – allows you to effectively and systematically check for understanding. Don't just check the students who volunteer. Effective



teachers know their students' names and systematically cold call all of them. This increases the speed of a class both in terms of the perceived speed and the actual speed with which teachers cover new material. Cold calling also distributes work (engagement) more broadly across the classroom, and it encourages those students who would not volunteer, but know the answer.

<http://j.mp/1aqmwlo>

<http://circlesofinnovation.org>